How a primary school EFL teacher's code-switching changes over time:
A Longitudinal Case Study

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Tiivistelmä – Referat – Abstract

Code-switching is an interesting phenomenon that is present not only in a sociolinguistic context, in which a speaker switches from one language to another, but can be found in social and cultural ones as well. Over the decades, research done on code-switching has had an emphasis on bilingualism and multilingualism, therefore there is need for more research on code-switching in the English as a Foreign Language (EFL) context especially in Finland. Consequently, this study was conducted in hopes of adding more insight on code-switching in Finnish EFL classrooms and to serve as a reference to assist pre-service teachers of EFL to get a glimpse of how to utilize code-switching in their future classrooms.

The present study is a longitudinal case study that focuses on a single EFL teacher's language choice and code-switching in a primary school EFL classroom setting. It set out to answer the following questions: 1) What functions and characteristics do the Finnish language (L1) and English language (L2) have in this primary school EFL classroom? 2) How conscious is the EFL teacher of the different language choices and code-switching that occurs during their lessons? and 3) How does the EFL teacher's code-switching change over time between the two school years?

A mixed method of data collection and analysis was used for this study. Data was collected through interviews with the teacher, audio recordings of five observed lessons, three from fifth-grade and two from the sixth-grade, and field notes. Data analysis showed that the functions and characteristics of code-switching follow those of previous studies in that the L1, was used mainly, for classroom management, grammar teaching, clarification and assigning homework. It was found that the teacher consciously employed code-switching, mainly inter-sentential code-switching and tag-switching, and it was for the benefit of the students. There were noticeable differences in how code-switching was utilized in the sixth-grade. This proved that changes do occur and it showed that code-switching was utilized less and more there were more concentrated efforts in using the L2 in the classroom.

Avainsanat – Nyckelord – Keywords
code-switching, language choice, EFL, EFL Classroom, Longitudinal study, primary school, teacher focused,

Säilytyspaikka – Förvaringställe – Where deposited
Helsingin yliopiston kirjasto – Helda / E-thesis (opinnäytteet)

Muita tietoja – Övriga uppgifter – Additional information
Pitkittäinen tapaustutkimus: englantia vieraana kielenä opettavan opettajan koodinvaihto ja siinä tapahtuvat muutokset

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1. Introduction

No matter your race, ethnicity, class or cultural background, you probably do it.
- Gene Demby NPR Code Switch

The quote cited above is referencing a phenomenon called code-switching. I agree with the statement as code-switching is not a term many are familiar nor would it be something most people do consciously (Cheng, 1989). Code-switching encompasses a variety of meanings and is present in different social contexts all of which can overlap depending on the person and the situation a person happens to find themselves in. For example, a case of code-switching can be seen in a person's choice of personal attire or even a choice of what to bring to lunch (Morris, 2020). It can also be found in spoken discourse as well as in written discourse. One's register, which is defined in this case as "a variety of a language or a level of usage" (Register, n.d.), changes when in a casual setting versus a formal one, for example, speaking with or writing to a superior at work compared to a friend. Another context code-switching can be found in is a sociolinguistic context. This means that it occurs when someone switches from one language to another language in a conversation such as with bilinguals and multilinguals. I personally switch between two to more different languages in daily life to communicate with family members and friends. However, prior to beginning my English Philology studies, I was oblivious to how much code-switching is a part of daily life and outside of this particular context, I was not aware that there were other ways code-switching occurs like mentioned above.

Before coming to Finland to continue my studies, I was an assistant language teacher (ALT) on the Japanese Exchange and Teaching (JET) Programme at a middle school in a small town in western Japan for five years. Afterwards, I was employed by the city board of education as an elementary school ALT (EALT) for an additional three years. During my time as an EALT, I taught at twenty-two elementary schools on a rotating schedule over the course of one school year. I had around twenty 45 minute lessons a week. I have to note here that I did not have a background in teaching English as a foreign language (EFL). It was not a prerequisite to join the JET Programme at the time. Due to my lack of pedagogical knowledge and prior experience in teaching, there were many times I questioned my teaching style. To

make up for any deficiency, I brought a Mary Poppins-like bag with me, which I filled with anything from stuffed animals and picture cards to dice and fly swatters. They were to ensure that, should a lesson divert from the lesson plan or just plainly go awry, I would be able to pull something out of the bag, a game or a prop, to help me save it. Besides my bag of tricks, I took advantage of my knowledge of Japanese language and culture to help my students understand the parts of the lesson they did not comprehend. I was unsure whether it was the right thing to do or not and I puzzled over the benefits and disadvantages of my use of the Japanese language in the classroom. I often wondered how useful it was to my students or if it was deterring them from trying to learn more English. This past experience sparked my interest in code-switching and it was furthered during my time on the University of Helsinki Subject Education Program in English (STEP). Hence, I decided to pursue to this subject in the present study. In addition, it made me wonder if the information I would gather can aid other pre-service teachers like myself in their future endeavors in our own EFL classrooms.

For the present study, I focus on the sociolinguistic context of code-switching with an emphasis on how code-switching occurs in an EFL classroom setting and more specifically, on how an EFL teacher utilizes it in their classroom over a period of time. It is also based and built upon a previous case study called '*An EFL Teacher's Code-Switching and Language Choice in Primary School: A case study'* conducted by Hanna Järvinen from the University of Jyväskylä. Järvinen's case study was a longitudinal study that focused on a fourth-grade EFL teacher's use of code-switching and their language choices in their EFL lessons. The present study follows a similar line of inquiry. I also observe a Finnish EFL teacher in a primary school, but this study differs in that the data collection will be gathered over a longer period of time. Over the course of the data collection period, I observed the same teacher and the same class over the span of two school years. Moreover, I purposely chose different school grades from those that Järvinen had chosen to observe. The class I observed was in their fifth-grade year of primary school when the study began, and were in the last few months of their sixth-grade year when the follow-up observations were conducted.

In chapter 2, I explain the theoretical background on which I have based the present study. This section has been divided into two parts, the first of which gives an overview of code-switching, the different definitions attached to it and the different types that falls under its category. Following this is an explanation of how the English language gained a foothold in Finland, how it has continued to gain popularity over the decades and how English language

education is currently viewed in Finland, which leads towards how this affects the present EFL education landscape. The second part of this chapter deals with research on code-switching in particular those that were longitudinal in design with the data was gathered in a primary school setting and the focus being mainly on the EFL teacher leading the class. This part of the literature review is separated into two different sections: international studies and studies in Finland. In the former, I give examples of research conducted in different areas of the world and then in the latter I focus on ones conducted in Finland, mainly Järvinen's case. Following this, I briefly explain the requirements for teachers in general in Finland and in particular for those who teach a foreign language. I then present research that has been conducted on pre-service teachers in regards to code-switching. By organizing the literature review in this order, we can track the history of code-switching research by looking internationally and then closer for a more relevant research on teaching in Finland.

In chapter 3, I focus on the present study. I explain why I chose to conduct a case study using a mixed method of analysis instead of using solely a qualitative or quantitative method. I then state the research aims and how Järvinen's case study impacted this one. I then present the research questions I intend to answer which are as follows:

1. *What functions and characteristics do the Finnish language and English language have in this primary school EFL classroom?*

2. *How conscious is the teacher of the different language choices and code- switching that occurs during their lessons?*

3. *How does the EFL teacher's code-switching change over time between the two school years?*

This is then followed by an explanation of what the significance of the present study is and how the results can benefit pre-service EFL teachers. Subsequently, I explain how the data was collected and how the data was analyzed.

In chapter 4, the findings of the present study are covered in depth. I begin with the information I garnered from the interviews that were conducted with the teacher. Following this, I divided the findings from the class observations into two sections: Fifth Grade and

Sixth Grade. Under each section, I detail the use of the Finnish language and the use of the English language. There were times when the use of Finnish and English overlapped, therefore, I take some time to explain when this occurred in the following section. Afterwards, I describe the general distribution of Finnish and English.

In Chapter 5, I discuss the main results by giving a summary of the study evaluating what was observed and give my interpretation of the results. I begin with the results for the fifth grade followed by those of the sixth grade and ending with changes in distribution of the L1 and the L2 over the course of time. I describe what the limitations of the present study are and then I provide some suggestions for possible future studies.
I close by considering the general implications the study results may have on teaching English as a foreign language, but also how it may serve to clear up some pre-conceived notions of pre-service teachers of EFL in Finland. I also make note of what pre-service teachers can take from this study in preparation to teach their own lessons in the future.

Lastly, I conclude with Chapter 6 where I make my closing statement regarding the present study.

2. Literature Review

In this chapter, I begin with how code-switching is defined and categorized, relaying its significance in first language (L1) and second language acquisition (L2), and the difference in the use of codeswitching in English as a Second Language (ESL) classrooms compared to when utilized in English as a Foreign Language (EFL) classrooms. Then I examine how code-switching is employed and viewed particularly in Finland. I explain past research on code-switching both internationally and in Finland focusing on those that have been conducted in a primary school setting and on teachers of EFL.

2.1 What is Code-Switching?

Code-switching (CS) is thought of as a central phenomenon in all languages (Leppänen, et al., 2011) and a central issue in bilingualism research (Muysken, 2000). It is a term that has a linguistic background, but its usage has branched out into sociolinguistics (e.g. style shifts), literature (e.g. science fantasy) and pop culture (e.g. Big Game and Hamilton), causing there to be multiple definitions. Linguistically speaking, code-switching is defined as the alternation or mixing of two or more languages, especially within the same discourse (Graddol, 2007), however, code-switching is not a phenomenon restricted to bilingual communication or multilingual communication. In sociolinguistics, it is defined as the use of one dialect, register, accent, or language variety over another depending on social or cultural context, to project a specific identity (Blom, 1972). Within this context, monolinguals do code-switch but this type of code-switching is associated with style shifting, social issues and identity rather than linguistics (Graddol et al 2007). From a racial, ethnic, and cultural point of view, it is known as cross-cultural code-switching, and it occurs when one modifies their behavior, appearance, etc. to adapt to different sociocultural norms (Gardner-Chloros, 2009).This sociolinguistic perspective of code-switching also appears in L2 communications (Auer, 1998, p.339; Cumperz, 1982, p.65, explained in Rampton 1997, s.299 as cited in Shino 2014; (Mökkönen, 2013).

Codemixing and borrowing are two terms that are easily mistaken for and confused with code-switching. Codemixing especially, is often used interchangeably with code-switching because it also involves the switching of or alternating between two languages. Code-

switching used in place of codemixing is dependent on which area of linguistics it is being used in and if it is being used in research on syntax or morphology (Muysken, 2000). Simply put, code-switching is reserved for language alternation between sentences and codemixing for the language alternation of two languages within a sentence (Winford 2003: 105 as cited in (Yletyinen, 2004)). Additionally, speakers who codemix are "constantly codeswitching" (Auer, 1999). This phenomenon then leads to the creation of fused lects, for example, Spanglish (Spanish-English) or Taglish (Tagalog-English), which are stabilized mixed varieties (Auer, 1999); Poplack, 1979; (Gardner-Chloros, 2009), (Lambert, 2017)).

Code-switching has reached this point in Finland with the appearance of a fused lect between Finnish and English, otherwise known as Finglish. The term was coined by a professor named Martti Nisonen in the 1920's and was originally used to refer to the fused lect that first to second generation Finnish-American immigrants adopted in the United States (Barlow, 2008). However, it has become more commonplace in present day Finland (Varis, 2015). One may come across the term "*tankero English*", also known as "rally English", but this is altogether different from Finglish as this term is used to describe English spoken by a Finnish speaker with a strong Finnish accent (Lindfors, 2008).

Figure 1. Shows the process in which fused lects are created.

(Auer, 1999)

As for borrowing, it refers to lexicon only. Usually, it is one-word items that are borrowed from another language into bilingual speech (Kovacs 2001:63 as cited in Yletyinen, 2004). In other words, this term refers to loanwords. The presence of loanwords is common in every language, for example, in the case of the English language there are words from numerous languages for example, French (anatomy), Greek (lexicon), Latin (conspiracy), Spanish (alligator), and many more (Gelderen, 2006) (Crystal, 20002). The Finnish language has also adopted various loan words from other languages. For example, from the English language, "bussi", which is derived from the word "bus", and "baari" which came from the word "bar". These words came into use in the 1920's (Leppänen, 2015) and are still used commonly in the

present day. More recently, words associated with the Internet, social media and pop culture such as "*bloggaaja*" (blogger), "*trolli*" (troll), and "*hipsteri*" (hipster) (Wall, 2014) have made their way into Finnish. It is an altogether different case with Finnish words. There are only a handful of words that are widely used in English and other foreign languages that are derived from the Finnish language. Among them is the word sauna, the most commonly adopted word, tundra, and the phrase "Molotov cocktail" (Häkkinen, 2011) (Weaver, 2011).

2.1.1 Types of Code-switching

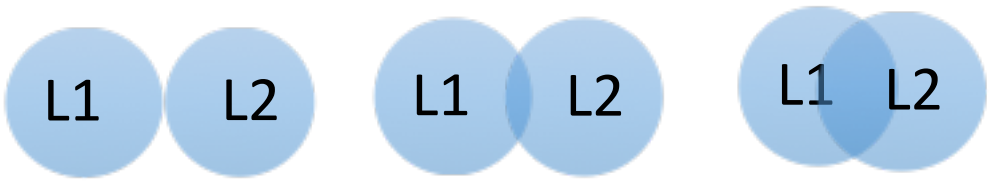
Past research on code-switching has been able to identify different types of code-switching and the ways they can be classified. Some linguists accept situational and metaphorical code-switching as the way to categorize code-switching (Blom, 1972). On the other hand, there are others who look to Poplack's or Muysken's way of classification, which uses the terms inter-sentential, intra-sentential, tag-switching and supra-sentential to classify the types code-switching found (Araya-Rios, 2013; Järvinen, 2014; Yletyinen, 2004). As this study is investigating code-switching that occurs in an EFL classroom and what its functions are, I will be using Poplack's categorization of code-switching.

Inter-sentential switching takes place between sentences, for example, at a clause or sentence boundary (Romaine 1995:122) or between turns (Yletyinen 2014). In this case, there is no integration of the L1 and the L2. Intra-sentential switching is the opposite because the switching occurs within a sentence, requiring more integration and is associated with more fluent bilinguals (Poplack, 1979). An example of this type of code-switching would be attaching a Finnish inflection, such as *–kin,* which means 'also', to an English word as in "simple" to create the word "*simplekin"* (Yletyinen 2014 and Poplack 1980). The third type of code-switching is called supra-sentential or unitary code-switching. This occurs when speakers switch either a segment or a single item of utterance (Araya 2013). Lastly, tag switching or extra-sentential code-switching occurs when a tag is inserted in one language to an utterance which is otherwise in another language such as "you know" or "you mean" (Yletyinen, 2004; Poplack, 1979).

The figure below serves to illustrate the differences between the three types of code-switching and to show how much integration occurs in each. The table that follows this figure gives an

overview of the four types of code-switching that normally occurs in the classroom. The example sentences given serve to give a better understand the definition of each type code-switching.

Figure 2. The three types of code-switching.



a) intersentential b) tag-switching c) intrasentential

(Poplack, 1979; Yletyinen, 2004)

Table 1. Types and examples of code-switching

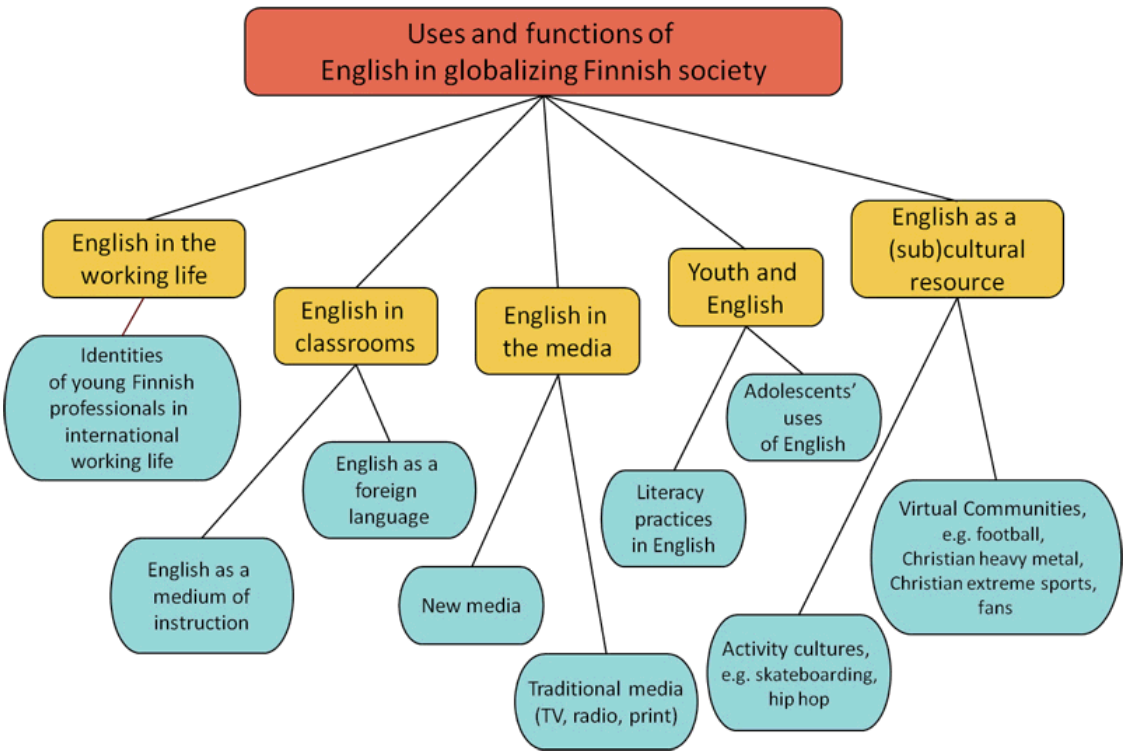
Type of codeswitching	Definition	Example
1) **Inter-sentential:**	Code-switching that takes place between sentences, for example, at a clause or sentence boundary (Romaine 1995:122) or between turns (Yletyinen 2014).	*ex. "Sometimes I'll start a sentence in English y termino en español (and finish in Spanish)."* (Poplack, 1980)
2) **Intra-sentential:**	Code-switching that occurs within a sentence, requires more integration and is associated with more fluent bilinguals (Poplack, 1979).	*ex. "When I was in the Japanese school and we were learning English, when you read, I was better than anyone else and it was like "gaijin dakara" ('It's because I'm a foreigner.')* (Greer 2007)
3) **Supra-sentential**	Code-switching that occurs when speakers switch either a segment or a single item of utterance (Araya 2013).	*ex. Sore ne. (That's…) That's not because, nan dakke (what is it), you look like an American or anything.* (Greer, 2007)
4) Tag-switching or extrasentential:	Code-switching that occurs when a tag is inserted in one language to an utterance which is otherwise in another language such as "you know" or "you mean" (Yletyinen, 2004; Poplack, 1979).	*ex. "Se sininen talo,* ***you know****."* (That blue house, you know.) (Yletyinen 2014)

(Greer, 2007)

2.2 The English Language in Finland

Finland has two official languages: Finnish and Swedish, but there are four other languages recognized and protected by Finnish law and they are: Saami, Karelian, Finnish Romani, and Sign Language in Finland (Kotimaisten kielten keskus , n.d.). Despite this, Finns are usually not quick to label themselves as being bilingual or multilingual (Leppänen, 2011). Prior to the 1920's, it was the norm that Finns spoke both Finnish and Swedish, but soon after the end of World War II, English gained a foothold in Finland and has been a foreign language taught in schools where languages such as German and French were also taught. English overpowered Swedish by the end of the 1980's. Most notably in the last twenty years English has seen an increase in the presence, visibility, and significance of English in Finland (Leppänen, 2011). English functioning as the lingua franca of the European Union Parliament, of which Finland has been a part of since 1995, has cemented the value and stature of the language not just among the Finnish delegates, but among the other European states that are a part of the union (Sanchez, 2014).

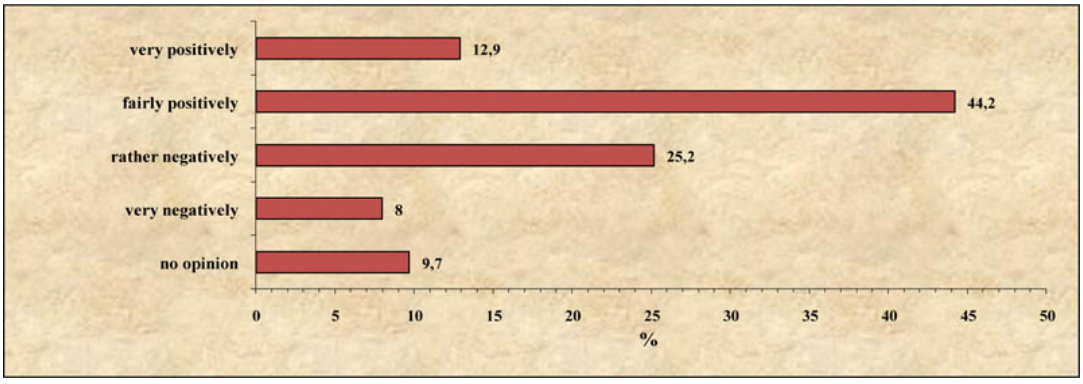
Figure 3. Uses and functions of English in globalizing Finland



(Leppänen, 2011)

Finns have great pride in the Finnish language and marking the 9th of April as a special flag day, *liputuspäivä* in Finnish, is proof of it. This day is known as Mikael Agricola Day as well as Finnish Language Day (This is Finland, 2017). Agricola, known as the father of the Finnish language, is responsible for bringing written Finnish to life through his work on the *ABCkiria*. Through this book, he helped to standardize written Finnish and in turn it allowed him to successfully translate the New Testament into Finnish. Coincidentally, April 9th is also Elias Lönnrot's birthday, who is famously known for collecting oral histories of Karelia and Finland and compiling it into *Kalevala*, now regarded as a national epic. Therefore, it is not hard to understand that there are those who are not happy about the amount of English that has been filtering into the Finnish language. Mostly, the influx can be seen in the amount of English language loan words now being commonly used in daily Finnish conversations. Although Finnish equivalents have been invented for them, for example *sormitietokone* ("finger-data-machine," meaning "tablet computer") or *"kannettava tietokone"*, "*tabletti"* and *"läppari"* are the more commonly words used. (Weaver, 2011) Eija-Riitta Grönros, an expert at Kotus (Kotimaisten kielten keskus - Institute for the Languages of Finland), says that "the easiest Finnish words to translate are those that can be translated directly in Finnish. However, some words are almost impossible to translate, and the English version remains the only option" (Weaver, 2011). Many are worried that the slow trickle will destroy the purity of the Finnish language and that eventually, it will put an end to the what is the Finnish national languages and culture as well. Nevertheless, as can be seen in the results gathered in the National Survey on the English Language in Finland: Uses, meaning, and attitudes, the number of people who believe this are a minority. It was found that a majority of Finns view the mixing of the respondent's mother tongue and English, code-switching, in a positive light (Leppänen, 2011).

Figure 4. Attitudes to mixing the respondent's mother tongue and English



(Leppänen, 2011)

The National Survey has been an informative source for this study, in particular section 5 "Studying and Knowing English" and section 7 "English alongside the Mother Tongue". Their results show that "code-switching involving English seems to be a linguistic resource mainly for young people and the well-educated, and in working life. It can function as a means of creating or maintaining social and cultural identity or expertise" (Leppänen, 2011). Exposure to English at a young age through the abundance of American and British culture in the form of music and movies, and the rise of social media ensure that once these children go to primary school, they are already inclined to learning English (Nilsson, 2013). There have also been studies that have found that playing digital games can help to improve English language skills over time due to the use of English as a lingua franca when conversing with other players playing the same game (Erkkilä, 2017) (YLE, 2015). The National Survey and study was conducted between 2006-2011 and as of 2019, English is the most popular foreign language being learned in primary schools and upper secondary schools in Finland, with three quarters of the student population and ninety-nine percent of the student population respectively (YLE News, STT, 2019). Along with an influx of immigrants, this has resulted in a higher demand for English programs in schools.

2.2.1 Foreign Language Teacher Education in Finland

It is important to note that since the present study is focused on a Finnish EFL teacher, it is beneficial to give some background on the Finnish educational system as it can give a better picture of the teacher's own educational background and a general idea of Finnish schools. Since the late 1970's, it has been a requirement for all teachers at both the compulsory and secondary school level to have a master's degree in the subject that they teach in Finland (Finnish National Board of Education, 2016) (Sahlberg, 2014). Teachers are also required to complete pedagogical studies to gain their teacher qualifications, which is usually a yearlong program that is worth 60 ETCS credits this includes two teaching practicums in which the pre-service teacher would plan and teach their own lessons (Atjonen, 2015)

2.3 Research on Code-Switching

Research on code-switching had its beginnings in studies on English language immersion programs and bilingualism in North America (Lin, 2013). It is only recently that more research on code-switching within an EFL setting is being conducted. Previous studies have

mostly focused on bilingual ESL classrooms (Araya-Rios, 2013) and among these most have centered around students' code-switching and the advantages and disadvantages of utilizing code-switching in the classroom (Gulzar, 2010) (Kayaoglu, 2012) (Macaro, 2006). For the present study, I focus this section mainly around research that places the attention on the EFL teacher's codeswitching within a in a primary school setting. I give examples of research conducted in different areas of the world and then in the next section, focus on ones conducted in Finland. Following these two sections, I will also make mention of research conducted on pre-service teachers and their attitudes, beliefs, and practices regarding code-switching.

2.3.1 International Studies

The following studies have been conducted in countries outside of Finland that observe EFL teachers in a primary school setting and analyze the code-switching that occurs in the classroom. Despite teaching the same subject, these teachers are all teaching EFL within different contexts in which culture sometimes plays a role in how code-switching is utilized in the classroom.

Beginning with Ayano Shino's study, *An Analysis of Code-switching during English Team Teaching in a Japanese Primary School,* she looked into the code-switching of both the Japanese homeroom teacher (HRT) and the assistant language teacher (ALT) although the main focus was mainly on the latter's (Shino, 2014). This is a different scenario compared to typical EFL classrooms that have been studied because of the presence of the ALT which is a common occurrence in Japan. However, similar types of code-switching that have been pointed out in past studies were employed, for example, Shino observed that code-switching occurs at the beginning of the class to introduce the main points of the lesson which is to enhance the students' understanding (Shino, 2014). Other studies have shown that many EFL teachers would use the L1 for clarification and efficiency (Yletyinen, 2004) (Khaerunnisa, 2016) (Kayaoglu, 2012) (Lin, 2013) (Macaro, 2006) (Mohebbi, 2014).

An important aspect of this study to note is that Shino's study was longitudinal in scope as she was able to observe the students from first-grade to sixth-grade with the same ALT and homeroom teacher. She determined that there were three main types of code-switching that

the ALT and HRT used during lessons throughout those years. Following the one stated earlier, Shino states the second category as being one that lends itself to overlapping nature of code-switching within the cultural and social context (Gulzar, 2010). Shino describes this as the ALT wanting to "express politeness and solidarity to interlocutors and accommodate to the host culture" (Shino, 2014). The third category was "cooperative reverse code-switching between the ALT and HRT" in which the ALT would code-switch to Japanese while the HRT would continue speaking in English (Shino, 2014). Shino's study is an interesting addition to the landscape of research on EFL code-switching.

The following study, *Codeswitching in the primary EFL classroom in China – Two case studies* by Qian et. al, is a longitudinal case study that spanned four years and followed two teachers' classroom talk. It aimed to describe and explain code-switching in the context of China (Qian, 2009). Both teachers had teaching experience in EFL at the primary school level prior to the onset of the study; one had been a teacher for eight years and the other for eleven years. It was found that both teachers changed the way they utilized code-switching in the classroom as their students got older and acquired more English language skills. The conclusion that the researchers came to was that code-switching, overall, has positive functions and that "it is obvious that teachers' CS does not impede language acquisition of young learners. A prudent use of it helps cultivate and reinforce good habits of learning for students and foster healthy and close relationship, especially for the lower levels…but that teachers should not habitually switch to L1 to explain themselves whenever there seem to be obstacles." (Qian, 2009).

In Lisa Khaerunnisa's study, *An EFL Teacher's Code Switching in a Young Learners' Class,* it was concluded that positive functions could be found in the utilization of code-switching by the teacher and that it was "a useful strategy for effective transfer of ideas" (Khaerunnisa, 2016). This study was conducted in Indonesia in an elementary school where students and teachers alike were multilinguals, speaking English, Indonesian and Javanese. The teacher observed was a fifth-grade teacher and her class had thirty-two students. Unlike the previous two studies, this one did not necessarily have a longitudinal scope and it added interviews with five student representatives of the class for data collection (Khaerunnisa, 2016) which did not bring the focus solely on the EFL teacher. Khaerunnisa was able to observe the teacher ten times and was able to note that the teacher choosing to code-switch for material explanation, task instruction, encouragement statements and admonition statements.

Although the point of this section was to focus on code-switching that occurs in primary schools, I want to mention Ehsan Rezvani's *Code-switching in Iranian Elementary EFL Classrooms: An Exploratory Investigation,* a study which Järvinen also cited. This study focused on EFL teachers who taught students between the ages of twelve and sixteen. Even though these students are older, they were all studying elementary EFL, therefore, the data collected is still relevant. In this study, it was found that intra-sentential code-switching was most prevalently used. The categories in which Rezvani divided the code-switching observed were: instruction, efficiency, translation, praise and encouragement and discipline which aligned with other studies (Myers-Scotton, 1993) (Yletyinen, 2004).

These four studies share similarities, but they also have differences in how code-switching is utilized by teachers due their respective cultures. However, the information gathered is still useful in aiding further understanding of code-switching and its uses in the EFL classroom.

2.3.2 Studies in Finland

Although research has been on done on code-switching in Finland, the focus has been on perceptions of EFL teachers on code-switching, the functions of code-switching, and multilingualism among others (Kulmakorpi, 2020) (Yletyinen, 2004) (Viitaharju, 2013). I was only able to find one that centered on EFL teachers in a primary school classroom setting and this was Hanna Järvinen's case study "An EFL Teacher's Code-switching and Language choice in primary school"(Järvinen, 2014). It was through Järvinen's 'Suggestion for further research and implications" section in her study, that I found the inspiration for the present study.

In Järvinen's study, she focuses on a fourth-grade teacher and was able to observe her classes over one school semester – two observations lessons in January and then two observations in May. She divided her finding into functions of Finnish and functions of English and was able to find that Finnish held a significantly larger role in classroom teacher talk (Järvinen, 2014). The reason for this could have been due to an upcoming test therefore, students and teacher alike need to make time for grammar and vocabulary review. Järvinen also noted a few more reasons that could have affected the way the teacher chose to code-switch. She observed that

since the class she was observing a younger class, age-wise, there was a need for more of the L1 to be used. At this point of their studies, they have not studied English for a long time, but she believed more research should be done in this same area so as to bring in more information. As her study was also a case study, it is hard to generalize and give proper advice as to how a teacher should best utilize code-switching.

Järvinen was able to bring a better understanding of the types of code-switching the EFL teacher used in her classroom by categorizing the different ways code-switching was used. The categories she used separated the functions of Finnish and English as well as overlapping functions. I followed her lead on this and separated my findings in a similar fashion.

2.3.3 Research on Code-switching and Pre-service EFL teachers

In regards to pre-service teachers and code-switching, studies that were conducted focused on what the pre-service teachers' beliefs regarding code-switching are and how it can affect their teacher identity (Tam, 2013) (Macaro, 2001) (Turnbull, 2018). There is a consensus that pre-service teachers are unsure of how to incorporate code-switching in their future classrooms (Turnbull, 2018) (Altun, 2019) (Kayaoglu, 2012) (Mohebbi, 2014). It was noted that what pre-service teachers learn in their teaching programs will manifest in their teaching once they have their own class to teach (Tam, 2013), therefore, teaching programs should address any problems so as to better aid them in the future. Tam also came to the conclusion that it would be beneficial to check on the teaching practices at the university level to see how code-switching is being taught to pre-service teachers (Tam, 2013).

3. The Present Study

In this chapter, I present the research aims for the present study and the research questions I intend to answer. I then rationalize the significance of the study. Following this, I will describe in detail how data collection was conducted, which research methods were chosen and how the findings will be analyzed. I will also clarify which definition and the spelling I chose of code-switching the present study.

3.2 Why a Case Study?

In the introduction, I explained my personal interest in code-switching due to my past experience in Japan as an ALT on the JET Programme. I wanted to conduct this case study not only to understand this particular teacher's language choice but also to further my own knowledge of ELT in a primary school in Finland. Additionally, this study is beneficial to me as I am not a native speaker of Finnish. I am pursuing a career as an EFL teacher in Finland and I would like to share my findings with other pre-service teachers because we probably have the same questions regarding how much and how to decide when to use English in class when giving lessons to young learners. Finnish teachers are world renowned for having professional autonomy (Sahlberg, 2014) (Salokangas, 2019), but pre-service teachers have yet to "harness this power" which is why it is important to have studies like the present one available to them as a way of giving them practical advice on how to conduct their future classes (Macaro, 2001) (Macaro, 2006). However, the results of this study will not be used to generalize EFL teachers in Finland, but rather to enrich the understanding of code-switching, its utility and functions and to aid pre-service teachers to understand its importance in the classroom.

This study presents a unique view of an EFL teacher in Finland. Thomas (2011) defines case studies as "analyses of persons, events, decisions, periods, projects, policies, institutions or other systems which are studied holistically by one or more methods. The case that provides an analytical frame - an object – within which the study is conducted and which the case illuminates and explicates." Within this definition, I found a method that serves the purpose of this study.

3.3 Research Aims and Questions

The present study aims to follow in the footsteps of Hanna Järvinen's case study that focused on a single teacher's language choice and code-switching in a primary school EFL classroom. Therefore, many similarities to Järvinen's study can be found in the present study. The differences lie in the length the EFL teacher observed for the present study was followed. She was observed through two school grades, fifth and sixth. In this difference, the present study serves to fill in the gap within the current research landscape on Finnish primary school code-switching. I share Järvinen's opinion that it is important to understand "the nature of the teacher's language choice and code-switching in early EFL teaching and the different functions the two languages (Finnish and English) serve in the classroom" (Järvinen, 2014). Therefore, I intend to answer the same research questions that Järvinen aimed to answer in her study in order to examine if there are any differences between the two studies.

1. *What functions and characteristics do the Finnish language and English language have in this primary school EFL classroom?*

The present study focuses on one particular EFL teacher. To avoid generalizing, it is important to note how the Finnish and the English language is used in this particular classroom. I am able to examine this through class observations, audio recordings and interviews with the teacher. I am expecting that the code-switching found in through the observations will have the same functions and characteristics as other studies, for example, switching to the L1 will occur when teaching grammar or when the teacher has to place their attention on disciplining students who are interrupting the lesson or are misbehaving.

2. *How conscious is the teacher of the different language choices and code-switching that occurs during their lessons?*

I am able to examine this question through interviews with the teacher in which we discuss the lessons taught as well as the students who are in the class. If she is conscious, I aim to find out how and when she chooses to code-switch. I am expecting that the teacher would be more conscious than not about their code-switching. Anecdotally speaking, I attribute this opinion to my time as an ALT. I remember I made conscious decisions on when to code-switch to Japanese which would sometimes would occur in the middle of explanations. But, this is also

due to studies that point out that some teachers intentionally code-switch for the benefit of their students (Kulmakorpi, 2020).

3. *How does the EFL teacher's code-switching change over time between the two school years?*

The present study is a longitudinal case study that spans two years. I aim to discover whether or not are changes occur in the teacher's code-switching from the beginning of the study compared to the end of the study, and if these changes are similar to the changes Järvinen found within a shorter amount of time. I examine this question by comparing the audio recordings of the class observations and the field notes I had taken. I am expecting that there will be changes in the way the teacher code-switches in the classroom because of the length of time in between observations and taking into account the amount of English the students have studied, which at this point would be more than five years.

3.3 Significance of the Study

As mentioned in chapter 2, there have been many research papers that have centered on code-switching that occurs in the classroom. These studies are not limited to one area of the world but has been done in numerous countries including Finland. Most have been student-centered set in upper secondary or undergraduate classes with students' ages being older. Therefore, there is still a demand for more research on code-switching to be done, especially on EFL teachers of primary school students. There is also a need for longitudinal studies since the concentration of research has been limited to one-shot classroom video/audio-taping studies (Lin, 2010). Additionally, English holds a unique and high status in Finland (Leppänen, 2011) therefore, results from international studies may not be as pertinent. Therefore, the present study will be a good addition within the landscape of code-switching studies conducted in Finland.

One more point to consider is how the data from this study can help pre-service teachers who aim to teach English as a foreign language. This does not mean its use is only limited to those who are Finnish, but includes teachers of foreign backgrounds who come to teach English in Finland and to teachers of other foreign languages. I mention this point as there has been an increase of EFL teachers who do not have a Finnish background entering the workforce.

Hence, it is important to note that not only is the present study particularly focused on a Finnish EFL teacher in a Finnish primary school, but it is also being conducted by an "outsider" who is a native speaker of English. Being unfamiliar with the status quo can bring a different perspective on code-switching here in Finland. There is also importance in doing research on teacher's lives (Goodson, 1992).

The lack of studies with these factors and research parameters as well as the helpful nature of the study results, is the reason there is justification for conducting the present study.

3.3 Code-Switching in the Present Study

The present study is interested in how the EFL's teacher code-switching changes over time and what functions it serves in each grade level. Therefore, focus will be on when and how the teacher utilizes code-switching in her lessons. The definition of code-switching that will be applied to this study is a sum definition of code-switching by leading linguists: "a phenomenon that occurs when a speaker alternates between two or more languages or varieties, in the context of a single conversation" (Muysken 1995, Scotton and Yule 1977). I will also be applying Poplack's categorization of code-switching to this study.

Lastly, although code-switching is a well-known phenomenon among linguists and researchers, there is yet to be a consensus on its spelling. These are the three most common spellings chosen for research papers: "code switching", "code-switching", and "codeswitching". For the present study, I use the following spelling: "code-switching" and the abbreviation CS when needed.

3.4 Data and Methodology

The data collected for the present study came from ethnographic observations at a primary school fifth-grade and sixth-grade EFL classroom, the taking of field notes, interviews with the teacher and audio recordings of the lessons. I chose to do unstructured participant observations of the lessons as well as short, unstructured interviews with the teacher before and after the lessons. I did not interview the students nor did I take video recordings of the lessons. For analysis, I chose a mixed method that is quantitatively driven but the qualitative

method is the main method used to carry out this study. This means that the quantitative method is limited to counting the number of times code-switching is utilized by the teacher. The qualitative method is used for data collection (class observations, interviews, and field notes) and data analysis.

3.4.1 Data Collection

Data collection was conducted at a combined comprehensive school with an upper secondary school in the Helsinki metropolitan area: meaning it had a primary school and lower secondary school that served grades 1-9 and an upper-secondary school that served grades 10-12. The school was chosen through convenience sampling as it was opportunely accessible to me as well as manageably located. I was already acquainted with the school as I had been called upon to be a substitute teacher there. I was given permission from the principal of the primary and lower secondary school to observe classes there and was given the option to choose a teacher to approach. I wanted to choose a grade that was not the same as the one chosen by Järvinen, who had chosen a fourth-grade teacher. This was also to ensure that I would have the ability to observe them over a length of time, therefore, I chose to approach the fifth-grade EFL teacher. I was able to gain permission from that teacher and was able to arrange observations lessons with her that would match our schedules. Observations spanned two school years, beginning in the Fall of 2014 and ending in the Spring of 2016.

Data for the present study was collected through audio recordings taken of the classes observed, interviews I had with the teacher, and the field notes I took during observations. I was granted permission to take recordings and field notes by the teacher during each observation. Audio recordings of the lessons were taken with an iPad 4 device using the application (app) called Notability. This app was also used to take field notes during observation. It was possible to do this even when audio was being recorded as this is a feature of the app and when going back through the notes and the audio, sections of the notes are highlighted at the point it was taken in the audio. I sat close to where the teacher was in front of the class with the iPad placed near the teacher to ensure better audio recording quality. During class, I periodically checked if the app was able to capture the audio well and at a later time I reviewed the recordings to make notes of relevant data. I later transcribed and sorted them into different categories and I explain them in detail in a later section.

The field notes I took noted such things as how many students were in class that day, what was being covered in the lesson, what order activities were begun and completed, the length of time spent on each and what was said by the students (if I thought it was pertinent to the study). I sketched pictures of how the classroom looked like and where the teacher and I were located. I also wrote personal notes if anything piqued my interest or should a question come to mind while the lesson was underway. These added a depth and understanding to what I observed when I later analyzed the audio. By the third observation I learned to be more selective about taking notes. Instead of writing down every single thing that was going on, I would only write down information that was relevant to what I was researching. The reason for this was that I had detected some students taking notice of my note-taking. At times, it distracted them and some wondered if I was playing a game or watching a video as I was writing notes onto an iPad. To stem their curiosity, I started to write some observations in a notebook instead, but usually, I just waited until after class to jot things down quickly by memory. This was also done not to disrupt the teacher should my note-taking make her self-conscious about what I was taking notes on. "Even with permission to write openly, the tactful fieldworker will want to remain sensitive to and avoid jotting down matters which participants regard as secret, embarrassing, too revealing, or which puts them in any danger" (Emerson, 2011).

Although Järvinen chose to take video recordings of lessons as part of her data collection method, I decided not to take any video recordings over the course of my own data collection for the present study. I chose not to utilize them as I did not think the video data would offer any significant insights or benefits over audio, as the study focused on the teacher's language choice and code-switching and not on visual cues and gestures that the teacher would use during the lessons. Audio recordings provided me with the raw data that I needed for analysis. In fact, the presence of video cameras could have served as an added distraction for the students and the teacher during the lessons, meaning that it could have affected their actions, thus having an adverse effect on the gathering of data. On the other hand, "there will always be an observer's effect (Dörnyei, 2007). My presence alone affects their actions, on both teacher and students alike. This phenomenon is also known as the "observer's paradox", which is defined as when the subjects being observed are unwittingly influenced by the presence of the observer/investigator (Edwards and Westgate (1994: 77 as cited in (Järvinen, 2014).

As the observations were unstructured, I believe an explanation is needed as to what kind of role I took during this time: I was a participant observer throughout the course of my observations and my participation in the class can be classified as being moderate or passive. This decision allowed the class to take advantage of having a native speaker of English in the class. The teacher encouraged the students to ask me questions if they needed help during the self-study or pair work portion of the lesson. I was also involved in checking homework, monitoring pair work and group discussions, but for the most part I stood in the back of the class and observed the lesson.

I was able to “maintain a balance between "insider" and "outsider" roles” (Spradley, 1980). In becoming available to the students as a source of knowledge and help during the lesson, and after getting over some initial shyness, students soon became comfortable having me in the classroom, at times forgetting that I was there. For this reason, I was able to take on an “insider” and to categorize my participation during those lessons as being moderate. As a passive participant, my presence was acknowledged in the beginning of the class, but as the lesson proceeded, I did not participate in any of the activities or engage with the students unless specifically asked by the teacher. The tables below illustrate my participation in each of the classes I observed as well as clarifies the activity I engaged in whether it be as an assistant when checking homework, a guest speaker, or language assistant.

Table 2. Participation in fifth grade observation lessons.

	Lesson 1	Lesson 2	Lesson 3
Class	5 (A & B)	5 B	5A
Type of Participation	Moderate	Moderate	Moderate
Activity	Self-intro; Participated in 20 questions game	Introduced tongue twisters; Discussed American vs. British English	Homework check Discussed Intonation Reading partner with a student

Table 3. Participation in sixth grade observation lessons

	Lesson 4	Lesson 5
Class	6A	6B
Type of Participation	Moderate	Passive
Activity	Discussed Easter traditions in America and in Finland. Answered questions how, depending on the country, different English words for the same thing ex. Windcheater (South African English vs. Windbreaker (American English)	Participated in no activity

3.4.2 Data Analysis

For data analysis, I chose to employ a mixed method in which I primarily used the qualitative method, complementing it by using the quantitative method to find out the length of time the teacher code-switched during the lessons I observed. As mentioned in the data collection section, I observed several classes, made audio recordings of the lessons, took field notes, and also interviewed the teacher to gain better insights into her teaching methods and beliefs. I used qualitative content analysis to approach the interview data I gathered. I referred to field notes to do the same for pertinent parts of the interview. As for the audio recordings taken of the observation class, I began the analysis process by listening to the recordings then I chose segments of conversations for transcription relevant to the categories had presented themselves through the observations and recordings.

4. Findings and Analysis

In this chapter, I present my findings which has been divided into three sections: Teacher Interviews, Fifth Grade, and Sixth Grade. Under Fifth and Sixth Grade, I give a description of the class and then explain the different subsections underneath each: Finnish in a nutshell, English in a nutshell, and overlapping use of the Finnish language and English language. I present the quantitative data explaining the different times and types of code-switching was utilized in the classroom.

4.1 Teacher interviews

I interviewed the teacher informally before and after each observation for about five to ten minutes at a time. This teacher usually had lessons in blocks, scheduled one after another, which is the main reason for the informality and short interview times, but they are also a characteristic of the unstructured interview (Thomas, 2011). These initial interviews were to establish a rapport with the teacher and to learn more about their teaching experience. English was the language of communication during the interviews. The reason for this choice was because English is my mother tongue and I was not proficient enough in the Finnish language at the time to comfortably conduct the interview in that language. I informed the teacher about the topic that I was researching for the present study, however I did not give her the questions I would ask her beforehand.

At the start of the interviews, I gathered basic information about the teacher and her teaching experience. She had been working as a teacher of French as a foreign language at both the primary school and upper secondary school. She had been teaching at the school since 2007, but had just returned a few years prior from maternity leave. Her academic background is in French studies and she chose to complete an English studies program later in her career so as to be able to teach EFL. I was informed that this decision was motivated by the growing demand for EFL lessons over other foreign languages. It is becoming the norm for Finnish foreign language teachers, such as those who teach Swedish, German, Spanish and French, to complete either studies in English or for another language. This is to ensure that they would have the qualifications to allow them to be utilized by their school to teach another language should there not be enough lessons of their main subject to teach during the school year (YLE

News, STT, 2019). This is also possibly linked to the new core curriculum goals in which multilingualism was stated as a goal (Finnish National Board of Education, 2016). At the time of the initial interviews, there were two other EFL teachers at the school. They taught the other school grades as well as at the upper secondary school. The teacher I observed began teaching EFL just the year before in 2013 and at the beginning of this study, she taught English to only one class which was the fifth-grade class I observed, but in the fall of 2015, she began teaching EFL to a lower secondary EFL class due to a change in the school's class organization and staff. This teacher primarily teaches French though and understandably has more French lessons compared to EFL ones.

During observations, she was careful not to discuss the students during class, but during interviews, she opened up about the dynamics of the class as a whole and how they are separated in groups. The fifth-grade class had twenty-six students (seventeen boys and nine girls) and because of their large class size, they were separated into two smaller groups (Group A and Group B) for their English lessons. She expressed how having more boys in the classroom and one special needs student in the classroom shifts her attention at times more towards disciplining and class management during lessons. For example, during the fifth-grade observations, there were more than a few times the teacher approached either the special needs student to help them out with an activity or to a small group of boys in the back of the room to talk to them about a behavior that was disrupting the lesson. At those times, she chose to speak to them in Finnish.

The second teaching period of the school year had just begun at the start of my observations. During this period, the teacher had English lessons once a week with each group. At the onset of the observations, the students had already been studying English for four years. Unlike most schools Finland, the students of this school begin learning English from the first grade and they have the opportunity to study another foreign language from the third grade. Usually, primary school students begin to learn their first foreign language in the third-grade (Finnish National Board of Education, 2016). The Ministry of Education decided in the spring of 2018 that by autumn 2020 all first graders will begin learning a foreign language (Teivainen, 2018).

In the last interview I had with her, the teacher made mention that she has taught this same group of students for three years straight, from fourth grade to sixth grade. Due to this, she said that she has come to know her students well enough and that at this point in time (Spring

2016), she personally knows their strengths and weaknesses. Hence, when asked about whether or not she is conscious about when she code-switches, she answered that even though she sometimes code-switches depending on her mood, she usually does code-switch in a conscious manner. This was evident during observation classes, because she often tells her students in a clear manner when a switch will occur.

Ex. A:

(After introduction)

T: "Now, I have a little task for you to do. Some written things.
I will explain this in Finnish."

Ex. B:

T: "Ok, feedback. Do you (know) what does mean feedback?"

S1: "Palautetta."

T: "Yes, very good. Now you can give me some feedback in Finnish about the self-study work."

S2: "Suomeksi?"

T: "Joo."

Ex. C:

(After explaining the aim of the 20 questions game.)

T: Let's start!

S: Suomeksi?

T: In English, of course.

4.2 Fifth Grade

I observed three 75-minute classes with the fifth-grade class in 2014: twice in September and once in November. All three observations of the fifth-grade class were on the same day of the

week (Tuesday) and time of day (11:45-13:00) - students were then coming back in from a break. There is one more observation class for the fifth-grade than the sixth-grade. The reason for this was because the fifth-grade homeroom teacher was not well on the first scheduled observation day (September 23) and had gone home at lunchtime. Usually, the homeroom teacher would take one group for a different subject, while the other group would have their English lesson. On that day, the English teacher had to take the whole class.

Initially, I thought this was the classroom situation that I would be observing. I was not aware beforehand that the class was divided into two groups for their English lessons due to their large class size. The fifth-grade class had a total of twenty-six students that was made up of seventeen boys and nine girls. Knowing that there were two groups, prompted me to schedule an extra visit to observe them both separately. On the following visit (September 30), I observed group A and coincidentally, I was able to observe group B for the last observation (November 11) on the same day of the week and time as the first two observations due to the start of a new teaching period. The students used the Sanoma Pro *What's On?* textbook series that includes a textbook called Read it and workbook called *Do it!*. The table below (Table 2) lists the dates of observations, lesson objectives, content and activity types that I observed with the fifth-grade class.

Table 4. Dates of observations, lessons' objectives, content and activity types for the fifth-grade lessons.

Lesson #	Lesson 1	Lesson 2	Lesson 3
Date of Observation	September 23 2014	September 30 2014	November 11 2014
Lesson Objectives	Reading comprehension Oral communication	Vocabulary Listening comprehension	New chapter Listening comprehension
Checking homework	X	X	
Vocabulary Quiz	X	X	X
Checking Answers	X	X	
Vocabulary and repetition	X		X
Listening comprehension	X	X	X
Grammar teaching	X		X
Checking exercises	X		X
New homework	X		X
Oral communication	X		
Written communication	X		
Teacher lecturing	X		X
Pair work	X		
Group work	X	X	X
Whole class discussion	X	X	

4.2.1 Use of Finnish

In this section, I sort and describe how Finnish is used by the teacher during the lessons I observed. When teaching vocabulary, grammar and checking on reading comprehension, the teacher usually used Finnish. Through the observations, I was able to categorize the teachers' code-switching into the following categories: classroom management, grammar teaching, transitions, assigning homework, and clarifications.

A. Classroom Management

Classroom management encompasses disciplining students and dealing with interruptions, which takes the form of disruptions and interjections by students, students coming into the classroom late, visitors and requests for the bathroom or a pencil. In these instances, the teacher chose to use Finnish. Classroom management also involves being able to run and organize the class smoothly and efficiently (Kyriacou, 1994).

There was one situation, for example, the teacher reprimanded four male students who were sitting in the back of the room for ignoring instructions. The teacher also spent some time with one particular student who had been making a paper kite at the back of the room. The teacher explained after class that this student was a special needs student who has difficulty staying focused during class. In both cases, the teacher did not chastise the students in English but rather in Finnish ensuring that they understood what was being said and what they had to do to correct their behavior.

As mentioned in an earlier section, the first observation class (September 23) had the whole class in attendance and because of this, there was some confusion at the beginning of class. Half of the students of the students were not present at the beginning of the class because they were not aware that their homeroom teacher had gone home. This meant that the students who had English had gone to the classroom where they would usually have their English lessons and the other half went to their homeroom. When the confusion was cleared up and the whole class was together, there was some confusion as to their seating arrangement. The reason for this was since the English lesson was being held in their homeroom, they wondered if they were to sit in their own seats or in the seating arrangement they normally had in English class. Due to these three factors: coming in from break, new location of English class, and seating

arrangement questions, the lesson started about fifteen minutes late. During this time, the teacher chose to use Finnish to calmly gather the students and explain to them what has happened to their homeroom teacher, and what the plan will be. The teacher was also able to change around her initial lesson plan at the same time by including me in the lesson.

As with the first lesson observed, the following lesson (September 30) also started about fifteen minutes late. There was a room change due to the start of the new school period, the students, like the earlier class, were coming back from a break and therefore, needed time to settle down. The teacher herself had to acquaint herself with the new classroom and the various instructional technology in the room such as the computer and overhead monitors. During this time, the teacher kept calm and explained the situation to the students in Finnish. She was able to get the students to settle down and she administered a vocabulary pop quiz while she worked out some problems. As the students took the test down, she stepped out of the room to quickly get copies of a worksheet she had forgotten for the listening practice. When she came back, as she setting up for the listening practice, she found that the speakers attached to the computer did not work. Most of the students were still taking the test so, she took that time to troubleshoot and to locate a CD player from the classroom next door. She stayed calmed throughout and kept the students appraised of what was happening. She did not use English at any point during this time.

Another example of using Finnish for classroom management was when a student was unsure about whether or not she was allowed to use her textbook during the vocabulary test. She asked her fellow classmates in Finnish if she could. Those near her answered with a “no” or with a shake of their head then all went back to doing the test. The student who asked the question remained unsure, so she continued to use her textbook until the teacher came back. Since the student was sitting in the front, the teacher noticed that she was using her textbook upon her return and reprimanded her in Finnish, but switched afterwards to English saying:

T: “No! It’s test! Of course, you don’t use your textbook.”

B. Grammar teaching

Two of the classes that I observed involved some grammar teaching. The teacher would introduce the main grammar point of the lesson and explains what the it means and then how

to use it in Finnish. To help the students, she would draw pictures on the board to illustrate how the grammar point would be used and question is formed. For example:

Question Words	Person	Adjectives	Verbs
Do	I, you, we, they	always often	
Does	he, she, it	usually	
Did	I, you, he/she we	sometimes	

T: Does he sometimes eat hamburgers? For example.

Ja sitten ku mennä menneisyyden, siellä ei tarvitse…

(If in past tense… ~ explanation continues in Finnish.)

C. Transitions

Transitions between spoken activities and the following activity, such as a listening comprehension activity, proved to be difficult at times. The main reason for this is that students would sometimes be talking all at once, making it difficult for them to hear the teacher. Therefore, the teacher would have to raise her voice and use Finnish to grab their attention.

Usually, the teacher would introduce an activity in English, then gauge the students' comprehension and if there was a response, she would either try again in English or follow it up in Finnish. There were times during my observations when I noticed that the students would stall starting an activity. It became clear the students were waiting for the teacher to explain what she said or rather translate what she said into Finnish. After a confirmation was said in Finnish the students would then begin the activity. For example, during the first observation, the class was given a vocabulary test in which they had to write the corresponding Finnish word on the line next to the English word. The teacher first explained in English what they had to do and what she expected from them. Afterwards, many students

can be heard asking “Mitä? *(what?)*” which was then followed by the teacher explaining in Finnish what she had said in English.

D. Assigning homework

In the following exchange, the teacher has just finished checking homework and had assigned new homework. She wants to move forward to the next activity, however, before this can happen a student engages her to ask about the homework assignments. The student had not done the previously assigned homework. After replying to the student in English at first, the teacher code-switches to Finnish to make the information clearer for the student and the rest of the class.

Teacher (T): Ok, we start now ‘Walking Around” page 48.

Student 1 (S1): Ai siis pitääks olla sivu 46 ja 47...
(Oh so, we have to do pages 46 and 47?)

T: Yeah, until the page of 47.
Kaikki täytyy olla tehtynä 47 sivulle asti et ne ketkä ei oo tehny ni tulee aikamoinen urakka on sit, mut saatte urakoida enkkua.

(Everything has to be done up to page 47 so, those who haven’t done it are going to have their work cut out for them, but that is what you have to do.)

S1: Joo, mä meen nyt sinne terkkarille ku on tarkastus.
(Ok, I’m going to the school nurse for my health check-up.)

T: Jees, mut muista sit kysyy kavereilta mikä tulee tänään.
(Ok, but remember to ask your friend what else we did today.)

E. Clarification

Following the conversation from section D, the conversation continues in Finnish but the teacher switches back to English to move forward to the next activity, however, she has

switches back to Finnish soon after when a different student wants to confirm the page number.

T: But we now start 'Walking Around' page 48 in your *Do it!* book.
Everybody, are you with me? Yes?"

S2: "Mikä sivu?"
(What page?)

T: "Ah! Forty-eight. 'Walking Around'".

S2: "Mitä?"

T: Sivu nel kyt kasi.
(writes the page number on the smart board)

S2: I got it.

4.2.2 Use of English

In this section, I sort and describe how the teacher uses English during the lessons I observed. I sorted out categories in the following manner: confirmations, grammar and corrections.

A. Confirmation

The teacher used English in class to explain tasks, activities and games. Although, the students mostly understood what was said in English, I noted that most of the students waited for the teacher's Finnish explanation before reacting or beginning an activity. When asking students questions in English, a majority of the time, students would answer in English, but if they did not do so, the teacher would first repeat the question in English and give other prompts before using Finnish. For example, if the student just wants confirmation of the meaning of a word she will answer the question and repeat the word they had asked about:

T: “Draw a tall man with a wooden leg and fingers that are very long. …
He has huge ears.”

S: “Valtava?”

Teacher: “Yes. Huge.”

In the following example, the teacher kept repeating “46-47” over and over again in English and after a few times, the students were able to grasp what she saying and had taken out their workbook in which they had the homework assignment.

T: Thank you all. Let’s move on. You had some homework, but we haven’t checked it yet so, uhm.
It’s page 46-47 in your *Do it!* book.
46-47. That was for your homework.
46-47. I think it was. 46-47.
You’re supposed to do all the rest. Have you done it?”

S: Yes!

T: “46-47…46-47” (looking at each student individually)

Students shuffle around and take out their books.

T: 46-47 yes?
(Teacher walks around the classroom to check if the students did their homework or not).

B. Grammar

In reviewing past grammar points, on the other hand, the teacher used more English. She would use games to help students practice and produce language on their own. For example, they played a twenty questions game where one student would go up in front of class and answer questions about the celebrity they had chosen in their head. A student from the first

observation class wanted to actively participate in the game but asked in Finnish if she can do it in Finnish not English. The teacher answered by saying in English:

T: “English only. Look at the board and try using what I showed you earlier.”

After a couple rounds, the student approached the teacher and said she would like to try, but she wanted to have a fellow student accompany her to the front. She would confer with her friend first, then with the teacher before answering with a “yes” or “no” to the question asked of her by her fellow classmates. The teacher often used the phrases: “English, please.”, “In English.”, and “Don't forget to use English.” to remind students whenever they switched back to using Finnish. She would also often remind students to use the grammar point of the day:

S1: “Is it Johnny Depp?”
S2: “No.”
S3: “Is it Cheek?”
T: “Instead of asking ‘Is it/he ____?’, ask something more.”
“Try to ask the ‘Does...’ questions.”

During the 20 questions game, the teacher would use Finnish when encouraging the students to do their best, but the teacher gave praise in both English and Finnish.

C. Corrections:

I noticed that when correcting the students’ spoken language, the teacher does not usually resort to using Finnish. She would rather repeat what the student said but in the correct manner.

Ex. 1 S: “Does he alive?”
T: “Is he alive?”
S: “Is he alive?”

Ex. 2 S2: “I no remember.”
T: “I don’t remember.”
S2: “I don’t remember.”

4.2.3 Distribution of Finnish and English

For the fifth-grade observations, Finnish was the language that predominately in use. I attribute this usage to the somewhat chaotic start that usually occurred at the beginning of class. The teacher needed to help calm the students down after coming in from break and the confusion of new classrooms, and the troubleshooting that needed to be down in regards to changes in the lesson plan

However, it was noticeable that the teacher used more English with Group A compared with group B. The teacher mentioned that Group A had students who have studied abroad, some take English lessons outside of school and there were also those who played English-language video games in their free time which increased their exposure to English.

4.3 Sixth Grade

For the follow-up sessions, observations were scheduled in March and April 2016, both of which were in the last teaching period of the school year. I observed the same teacher and the same class of students, who were now in the sixth grade. The class was still split into the same two groups, Group A and Group B, for English lessons and I was able to observe both groups. The observation days for the two groups were on different days (Thursday and Friday) and at different times (11:30-12:15 and 12:30-13:15). When I interviewed the teacher before the first class, I was informed that some changes had been made since I last visited. I learned from the teacher that lessons were no longer seventy-five minutes long, but were changed to forty-five-minute-long lessons. This was to account for changes in the staffing and scheduling of classes of the new school year. The change also meant that the teacher had English lessons twice a week with both classes compared to once a week last school year.

I contemplated adding two more observations for this follow up due to these changes, so that I would be observing the two groups for about the same amount of time as I did for the initial observations. However, in the end, I decided that the data gathered was sufficient for the present study. I did observe a class in between the two lessons I have mentioned, but there was a sudden change to the plan that day and the class time was used for a make-up test. I was able to make an audio recording of the first seven minutes of the class, but the rest of the class was devoted to the test, therefore, although I observed three class, I only listed two classes in which I saw Group A and Group B separately. The table below (Table 5) lists the objectives

of each lesson I observed as well as the content and activities for each class.

As mentioned earlier, the teacher revealed that Group A, as a whole, had a higher English proficiency compared to Group B. However, the teacher said this does not mean Group B was poor at English. Both groups A and B have students who are avid digital game players, there are those who enjoy watching movies and television shows in English, as well as those who take English lesson outside of school or those who travel with their families abroad where they use English. Hence, the students are exposed to plenty of English. It just happens that Group A has the higher proficiency and fluency compared to Group B. The teacher also shared that the students acted as tour guides to a group of visitors from Denmark who came to visit the school (sixth-grade 2016). They were given good feedback and the teacher said they spoke English very well.

Table 5. Dates of observations, lessons' objectives, content and activity types for the sixth-grade lessons that were observed.

Lesson #	Lesson 4	Lesson 5
Date of Observation	March 2016	April 2016
Lesson Objectives	Listening comprehension Vocabulary	Grammar: Adjectives Listening comprehension
Checking homework		
Vocabulary Quiz	X	X
Checking Answers	X	X
Vocabulary and repetition		
Listening comprehension	X	X
Grammar teaching		X
Checking exercises	X	X
New homework	X	
Oral communication	X	
Written communication		
Teacher lecturing		X
Pair work	X	X
Group work		

4.3.1 Finnish in Nutshell

In this section, as in the previous one for the fifth-graders, I sort and describe how Finnish is used by the teacher during the observation lessons. As per usual, when teaching grammar and checking on reading comprehension, the teacher usually used Finnish. Through the observations, I was able to categorize the teachers' code-switching into the following categories: classroom management, grammar teaching, and clarifications.

A. Classroom management

Finnish is still mainly for disciplining students who are not paying attention in class or are misbehaving. For Group A, the teacher greeted the students in English when they first entered the classroom but soon switched to Finnish to begin class. This was probably to help ease the students into the lesson.

B. Grammar Teaching

Of the two observation lessons, I had with the sixth grade, a focus on grammar was present in only one class and was explained on a one on one basis due to the new self-study module that the teacher introduced to the class. The students were given a worksheet to follow and they were allowed to freely choose what they wanted to study first. So, if they wanted to work on something else other than grammar, for example, reading exercises or listening exercises, that was possible. However, if the student chose to focus on grammar that day, they would work on it individually and should they have a question, they could approach the teacher.

C. Translation/Clarification

Although the teacher made mention that Group A had high English proficiency, it did not mean there were times translations or clarifications were needed regarding something she said or explained. She was able to gauge when her students understood what she said very well therefore, she would code-switch back to Finnish when needed. For both Group A and Group B, there was some time set aside to look at the test they had taken earlier and were given some time to look it over and to grade their own test. During this time, the teacher answered questions regarding test questions and the point system.

Ex. 1 T: What about mämmi?

S1: I want mämmi!

T: It is made out of rye. Rye? (conferring with the students)

Oh no, barley? Onko ohrasta? (translating her last question into Finnish)

S: Ei!

T: Ok, maybe rye and I don't know how they make it.

Ex. 2: T: "Ok, feedback. Do you (know) what does mean feedback?"

S1: "Palautetta."

T: "Yes, very good. Now you can give me some feedback in Finnish about the self-study work."

4.3.2 English in Nutshell

In this section, I sort and describe how English is used by the teacher during the sixth-grade observation lessons. There were some obvious changes in how the students and teacher alike used English in the classroom. For one, there were long stretches of back and forth in English which would last around 5-7 minutes at a time and another, interruptions were handled in English. Through these observations, I was able to categorize the teachers' code-switching into the following categories: interruptions, instructions, praise and encouragement, transitions, and clarifications.

A. Interruptions

When dealing with interruptions during class, for example, if a student says they need to use the bathroom, she engages them in English first but ends in Finnish.

Ex. 1: Late student

(Knock on the door)

T: Can somebody (open the door), please?

Who is there? (student enters the room)

Is that A? Please. Sit down, please

B. Instructions

More instructions were being given in English compared to the time observed in fifth-grade. The teachers would give instructions such:

> "Ok, so it's 'Learning to learn' and that's on page 46 on your *Read it!* book"
> "
> "Now we will move on so, take your book Read it! Book out and turn to page 112."

C. Praise and encouragement

The teacher often said phrases such as: "excellent job" and "good work" to the students instead of saying them in Finnish.

> T: "Ok, feedback. Do you (know) what does mean feedback?"
> S1: "Palautetta."
> T: "Yes, very good. Now you can give me some feedback in Finnish about the self-study work."

4.3.4 Distribution of Finnish and English

For the sixth-grade observations, it was noticeable that the teacher used more English with group A compared with group B even without employing quantitative methods to reach this conclusion. This is due to how the teacher was very clear on when to use English and when to use Finnish. However, I believe this was more noticeable due to the shorter class times. Whereas, the fifth-grade classes were 75 minutes long the sixth-grade classes were only 45 minutes long. Therefore, the switches were more acutely noticeable. With Group B, there were long stretches when English was used by the teacher with the students, but this was reserved for the introduction and talk about Easter traditions. The rest of the lesson was interspersed with giving instructions and checking answers on the listening activity.

4.4 Overlapping functions

Finnish was usually used to ensure comprehension and clarification, by both teacher and students. However, there were times that English was used by the teacher to accomplish the same thing, for example, in the case of the fifth-grade transfer student who had just moved from Holland. He is Finnish but had lived in Holland for four years, therefore, was more comfortable using English over Finnish. This student would engage his classmates in English without being told by the teacher to do so. My first observation day was the first day the English teacher met the transfer student. The teacher had been out with the flu the week before when he had transferred to the school. The student conversed with the teacher in English, when asking about getting the necessary textbooks for the class and what to expect in the upcoming test. She told him not to worry about studying for the test but to think of it as a way for her to gauge his English language skill. It was interesting to follow their conversations.

For the sixth-grade observations, I did not notice any overt overlapping functions for Finnish and English. There were times when the teacher would reprimand a student in English rather than in Finnish, for example:

T: “Please put those away. Do you know what that is?”

5. Discussion

In this chapter, I explain and evaluate the findings of the present study. I consider their reliability and validity against research that came before. I also go over the limitations of this study. Lastly, I present suggestions for possible future studies regarding code-switching in an EFL primary school classroom setting.

The present study endeavors to describe and analyze a primary school EFL teacher's language choices in her class. It also attempts to understand the reasons behind them and whether or not the teacher was self-aware of her code-switching. The teacher was observed a total of six times over the course of two school years, but only the data of five of those observations were used for the present study. Observations were conducted in an unstructured way and supplemented with field notes, audio recordings and interviews with the teacher.

5.1 Main results

I approached this study with the desire to understand how an EFL teacher chooses to code-switch with the main objective being observing and considering the language choices of a particular EFL teacher in its "completeness" (Thomas, 2011). I chose this particular teacher to observe not only because she was teaching in primary school, but also because she taught fifth and sixth grade classes. I wanted to contrast this study to that of Järvinen's, who chose to observe an EFL teacher who taught fourth grade. Additionally, these are the grade levels that I aim to teach in the future and incidentally, they were the same grades I taught in Japan. I thought the information gathered in this study would be beneficial and could aid in my future endeavors as an EFL teacher. In part, I also wanted to see any differences in how a native speaker of Finnish would code-switch so as to make note of how and when I would need to code-switch in Finnish. I can also compare this to my experience as an ALT.

The present study aimed to repeat Järvinen's study, however, there were many differences in the data collection and analysis portion. I employed similar methods data collection methods as Järvinen as I took audio recordings of the lessons and took field notes, but I opted to not use video recordings. These data collection methods were chosen over video recordings so as to minimize the possibility of causing the students or teacher to become distracted or nervous; otherwise known as the "observer's paradox". Nevertheless, my presence in the classroom

still had an effect on both the way teacher acted and taught her lessons. Upon reflection, although it would have heightened the "observer's paradox", it would have been beneficial to have had more than one audio recording device and even a video recorder during data collection. I would have possibly had clearer audio recordings and the opportunity to look at a video recording for reference during data analysis.

The start of new teaching periods seemed to cause some chaos in the beginning of class as both observations for fifth and sixth grade happened at a point when one teaching period was ending and then the following observation would land at the beginning of the next teaching period. The confusion affected both teacher and student as there were many changes to sort out. The teacher fielded questions from students asking where they should sit would cause a loud ruckus and the teacher, herself, also had to acquaint herself with the setup of a new classroom. During these times, Finnish was used more as the teacher had to explain to the class what needed to be done. It is understandable that the teacher used Finnish and not English at this point, because she was conveying important information to the students. (Gulzar, 2010) I also noticed that she reserved the use of Finnish for other classroom management issues such as reprimanding students and keeping order in the classroom. In this sense, Finnish held more authority.

Additionally, Finnish use in the fifth-grade, allowed the students a sense of comfort. Students were able to comprehend and respond when a question was directed to them in English during lessons, but ultimately at this point in their learning, students probably feel more confident when they can depend on their English teacher to switch to Finnish or translate what she said into Finnish. By doing so the teacher quiets any concerns the students have about their comprehension skills. Both in fifth-grade and sixth-grade, the teacher used Finnish to explain mainly for the sake of expediency and efficiency rather than translation (Gulzar, 2010) (Qian, 2009). When teaching grammar, Finnish was predominately used to explain in depth the rules and usage of the grammar point they were studying. The teacher also chose to use Finnish when assigning homework, giving praise and encouragement, general instruction and transitions.

Before the start of the sixth-grade observations, the teacher relayed in an interview that the groups have stayed the same. This meant that the students in Group A and Group B in fifth-grade were in Group A and Group B in the sixth-grade.When observing the sixth-grade class,

both Group A and Group B, I noticed a change in how the class flowed and how instructions were given. English was used by both the teacher and the students more often and fluently. This observation made it more noticeable that the teacher used more English with group A than with group B even without employing quantitative methods to reach this conclusion. The reason for the discrepancy is due to the makeup of the class as well as the level of English the group as a whole had, as the teacher made mention in an interview. The teacher explained that the students in Group A had a higher aptitude for English compared to group B and this had motivated her to change the way she taught their class. She noted that the student themselves wanted to be challenged more. Therefore, she decided to introduce the students to a self-study module, which falls under phenomenon-based learning, a target of the new core curriculum (Finnish National Board of Education, 2016). This was intended to help students develop autonomy in learning through self-assessment, peer feedback, and with teachers as facilitators (Finnish National Board of Education, 2016).

In the latter two observations, I noticed that there was a clearer delineation between when Finnish was to be used and when English would be used. The teacher would state, for example,

Ex. 1 T: "Now, I have a little task for you to do.
Some written things. (Passes out some forms to the students.)
"I will explain this in Finnish"

Ex. 2 T: "Okei, nyt englannin kielellä. (OK, now, in English.)".
(When playing a game.)

These instances can also be classified as signal for a topic shift (Gulzar, 2010) as they are usually said as a precursor to a new activity, however the blocks of English use would be five to seven minutes at a time, before the teacher would signal a switch. Additionally, I noticed in most exchanges with students, if the teacher spoke in English or asked a question in English, the students would respond in English. Should the next interaction, be in Finnish, for example when translating her question into Finnish, students reply in Finnish. Students took their cues from the teacher.

Ex:

T: What about mämmi?

S1: I want mämmi!

T: It is made out of rye. Rye? (conferring with the students)

Oh no, barley? Onko ohrasta? (translating her last question into Finnish)

S: Ei!

T: Ok, maybe rye and I don't know how they make it.

Overall, when code-switching, the teacher employed inter-sentential code-switching and tag-switching. There was a noticeable shift in how code-switching was used in the sixth-grade showing how changes had occurred. Both the teacher and students tended to use more English which was result that Qian's study also acknowledged among their participants (Qian, 2009). The teacher did not express negative feelings regarding the use of Finnish in the classroom. She embraced code-switching and knew how best to use it in her with her students. This can be attributed to her teaching experience with this group of students and also in general with her teaching experience with French as a foreign language. Altun also came to the same conclusion in their study saying that "EFL teachers started to teach with the aim of using only L2, after becoming more experienced as a result of teaching many years…Their teaching experiences led them to hold positive beliefs towards the adoption of L1 because of its facilitative aspect in teaching 'particularly grammar and vocabulary at early stages, giving comprehensible instructions and creating a supportive classroom environment." (Altun, 2019).

5.2 Limitations of the present study

Due to how the present study is a case study, there are many factors that limit its scope. Firstly, the aim of this study was to investigate the changes in code-switching of only one particular EFL teacher teacher's codeswitching with one class over a two-year period. This setting is limited in the sense that the study can only impart data that is unique to this teacher. I set out to investigate how this teacher handled teaching English with fifth and sixth graders so as to add on to the study that Järvinen conducted. Also, personally, I was interested in these particular grade levels that the EFL teacher taught as they are the grade levels I hope to teach one day.

Secondly, even though there are few longitudinal case studies conducted in Finland, especially one of the same length as this one, I found that the study could have benefitted from scheduling more observations lessons at more opportune times. However, for both sets of observations, scheduling an optimal time was complicated by scheduling conflicts, school events and holidays as well as preparations for upcoming tests and the tests themselves. Of the lessons observed, two lessons had discussions pertaining to an upcoming test and in one class, one had discussions about the results of the tests the students had taken a few days prior, and in one class, the data from which was not taken into account in the data collection section of this study, took a make-up test.

Thirdly, this study could have benefitted from observing lessons in which the majority of the class time focused on other English language skills such as speaking practice as this would have showcased more of how the teacher conversed with students when developing English language skills. One lesson focused on listening skills and during this class, there was a large chunk of the class time in which the teacher only said short phrases such as “Next one.” or “Number __.” By observing different lessons, it would have provided a more well-rounded depiction of the teacher’s code-switching in different teaching sessions.

Fourthly, even though I set out to follow Järvinen’s study, I chose a different path in all manners regarding data collection and data analysis. I chose to only utilize audio recordings and field notes to collect data during the observation lessons. I then chose to use mixed method data analysis. The present study would have benefited from stricter and more precise methods of analysis.

Lastly, I want to note that as it was not originally part of the data collection plan, interviews with the teacher were not video or audio recorded. Although I did take notes during the interviews and made note of what we had discussed during the interview. I, however, believe it was a lost opportunity. By having a recording of the interviews, I could have gone back to listen to the recordings a few more times to possibly catch something that I might have missed. This can also be said about not video recording the lessons. I could have possibly caught more from the video recordings compared to just having the audio recordings.

5.3 Suggestions for future studies and implications

The teacher observed in the present study was an experienced foreign language teacher of French and English. The class she taught was one she had been acquainted with for almost three years and as a whole, the class had a high aptitude for English. I would suggest that other studies can be conducted in different schools with differing class sizes and English proficiencies. Järvinen's study focused on fourth-grade student and the present study focused on fifth and sixth-graders. Due to the change in policy regarding when primary students would start learning English, studies can be conducted on teachers who are teaching even younger learners.

I would also suggest studies to be conducted on pre-service EFL teachers and how they employ code-switching the classes they teach during their practicum and possibly compare it to their mentor's use of code-switching when they teach their lessons. It was noted in a study that there is a diversity in how teachers in Finland perceive code-switching (Kulmakorpi, 2020), thus, by conducting more research on code-switching, a framework can be created that can be used by pre-service teachers and by veteran EFL teachers alike as a reference tool in how code-switching can be used in the classroom.

6. Conclusion

Although not generalizable, the results of the present study are of value for the following reasons: the present study brings more understanding on how L1 and L2 language use changes over time, longitudinal studies can benefit pre-service and seasoned EFL teachers alike, and case studies on code-switching can bring a clearer picture of how EFL is being taught in Finnish schools. Generally, more research on code-switching is a benefit to the research landscape. For example, one can take the from the sixth-grade class and posit that English can be used more at this grade level and that students can be challenged more in using English at this certain point. Another example can be taken from the fifth-grade class.

It is often said that to be a successful teacher one needs to be flexible and eclectic (Borg, 2003 as cited in Nassaji and Fotos 2010). In exactly how I had my Mary Poppins-like bag when I was an ALT, in this sense, one can imagine teachers as having these kinds special tool kits that they can utilize in their lessons and for foreign language teachers, code-switching can be one those tools. Teachers can also call upon their past experience and imagination to help them as well. All of these are important tools for tackling everyday challenges, especially when what worked one day with one class might not work the next day with a new class because every situation is different (ESID). Learning more about what can be used in class can bring a certain advantage to all teachers which in turn be a benefit to their students.

"Experience is the best teacher"

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